

## Clifdale Elementary

451 Heritage Hills Drive  
Spartanburg, S.C. 29307

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	343 Students	
<b>Principal</b>	Robert E. Glenn	864-579-8010
<b>Superintendent</b>	Dr. Jim Ray	864-579-8000
<b>Board Chair</b>	Mr. Eddie Dearybury	864-579-8000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	59	5	0

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Good	Yes

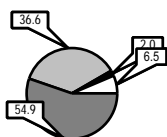
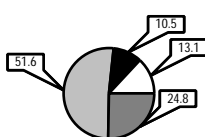
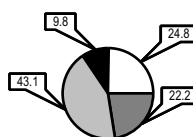
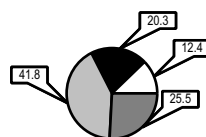
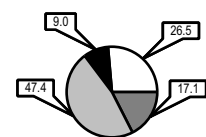
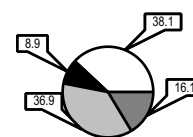
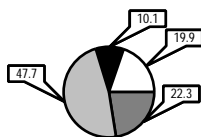
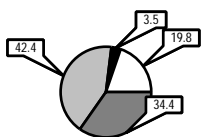
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	168	100.0	6.5	36.6	54.9	2.0	69.3	Yes	Yes
<b>Gender</b>									
Male	90	100.0	9.8	40.2	48.8	1.2	63.4		
Female	78	100.0	2.8	32.4	62.0	2.8	76.1		
<b>Racial/Ethnic Group</b>									
White	155	100.0	6.3	35.9	55.6	2.1	69.0	Yes	Yes
African American	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	138	100.0	6.3	37.0	54.3	2.4	68.5		
Disabled	30	100.0	7.7	34.6	57.7	0.0	73.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	168	100.0	6.5	36.6	54.9	2.0	69.3		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	163	100.0	6.0	35.6	56.4	2.0	71.1		
<b>Socio-Economic Status</b>									
Subsidized meals	91	100.0	9.0	43.6	46.2	1.3	57.7	Yes	Yes
Full-pay meals	77	100.0	4.0	29.3	64.0	2.7	81.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	168	100.0	13.1	51.6	24.8	10.5	54.2	Yes	Yes
<b>Gender</b>									
Male	90	100.0	15.9	47.6	26.8	9.8	52.4		
Female	78	100.0	9.9	56.3	22.5	11.3	56.3		
<b>Racial/Ethnic Group</b>									
White	155	100.0	12.0	52.8	23.9	11.3	54.2	Yes	Yes
African American	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	138	100.0	11.0	51.2	25.2	12.6	57.5		
Disabled	30	100.0	23.1	53.8	23.1	0.0	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	168	100.0	13.1	51.6	24.8	10.5	54.2		
<b>English Proficiency</b>									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	163	100.0	12.1	51.7	25.5	10.7	55.0		
<b>Socio-Economic Status</b>									
Subsidized meals	91	100.0	14.1	59.0	20.5	6.4	44.9	Yes	Yes
Full-pay meals	77	100.0	12.0	44.0	29.3	14.7	64.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	168	100.0	24.8	43.1	22.2	9.8	32.0
<b>Gender</b>							
Male	90	100.0	28.0	41.5	19.5	11.0	30.5
Female	78	100.0	21.1	45.1	25.4	8.5	33.8
<b>Racial/Ethnic Group</b>							
White	155	100.0	22.5	44.4	22.5	10.6	33.1
African American	10	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	138	100.0	20.5	43.3	25.2	11.0	36.2
Disabled	30	100.0	46.2	42.3	7.7	3.8	11.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	24.8	43.1	22.2	9.8	32.0
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	163	100.0	22.8	44.3	22.8	10.1	32.9
<b>Socio-Economic Status</b>							
Subsidized meals	91	100.0	32.1	43.6	19.2	5.1	24.4
Full-pay meals	77	100.0	17.3	42.7	25.3	14.7	40.0

<b>Social Studies</b>							
All Students	168	100.0	12.4	41.8	25.5	20.3	45.8
<b>Gender</b>							
Male	90	100.0	13.4	40.2	28.0	18.3	46.3
Female	78	100.0	11.3	43.7	22.5	22.5	45.1
<b>Racial/Ethnic Group</b>							
White	155	100.0	9.9	40.8	27.5	21.8	49.3
African American	10	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	138	100.0	9.4	39.4	29.1	22.0	51.2
Disabled	30	100.0	26.9	53.8	7.7	11.5	19.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	12.4	41.8	25.5	20.3	45.8
<b>English Proficiency</b>							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	163	100.0	11.4	41.6	26.2	20.8	47.0
<b>Socio-Economic Status</b>							
Subsidized meals	91	100.0	20.5	47.4	21.8	10.3	32.1
Full-pay meals	77	100.0	4.0	36.0	29.3	30.7	60.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	49	100.0	8.3	45.8	37.5	8.3	45.8
	4	56	100.0	8.9	41.1	44.6	5.4	50.0
	5	78	100.0	7.9	52.6	39.5	N/A	39.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	59	100.0	5.6	31.5	61.1	1.9	63.0
	4	55	100.0	6.1	42.9	46.9	4.1	51.0
	5	54	100.0	8.0	36.0	56.0	0.0	56.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	49	100.0	12.5	60.4	22.9	4.2	27.1
	4	56	100.0	10.7	55.4	25.0	8.9	33.9
	5	78	100.0	15.8	55.3	18.4	10.5	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	59	100.0	18.5	68.5	11.1	1.9	13.0
	4	55	100.0	14.3	49.0	28.6	8.2	36.7
	5	54	100.0	6.0	36.0	36.0	22.0	58.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	59	100.0	22.2	44.4	25.9	7.4	33.3
	4	55	100.0	26.5	46.9	16.3	10.2	26.5
	5	54	100.0	26.0	38.0	24.0	12.0	36.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	59	100.0	5.6	51.9	27.8	14.8	42.6
	4	55	100.0	16.3	40.8	24.5	18.4	42.9
	5	54	100.0	16.0	32.0	24.0	28.0	52.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 343)</b>				
First graders who attended full-day kindergarten	91.1%	Up from 85.9%	100.0%	100.0%
Retention rate	6.7%	Up from 3.7%	3.4%	3.0%
Attendance rate	96.1%	No change	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%	Up from 6.0%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%	Up from 4.9%	3.7%	3.2%
Eligible for gifted and talented	11.9%	Down from 17.1%	12.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Down from 11.7%	9.4%	8.2%
Older than usual for grade	0.3%	Down from 0.5%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.5%	0.0%	0.0%
<b>Teachers (n= 26)</b>				
Teachers with advanced degrees	69.2%	Down from 74.1%	52.2%	52.6%
Continuing contract teachers	96.2%	Up from 92.6%	85.5%	83.3%
Highly qualified teachers	100.0%	Up from 91.7%	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	96.0%	Down from 96.1%	87.7%	87.0%
Teacher attendance rate	97.8%	Up from 95.3%	94.9%	95.0%
Average teacher salary	\$47,126	Down 0.1%	\$41,537	\$41,703
Prof. development days/teacher	11.1 days	Down from 14.6 days	13.5 days	12.8 days
<b>School</b>				
Principal's years at school	16.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 19.7 to 1	18.6 to 1	18.8 to 1
Prime instructional time	93.5%	Up from 90.8%	89.2%	89.8%
Dollars spent per pupil*	\$7,362	Down 5.7%	\$6,049	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Up from 60.9%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.3%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-2005 school year has been a productive one at Clifdale Elementary School. Students and teachers worked hard and performed well. There were several accomplishments throughout the school.

Clifdale made Annual Yearly Progress (AYP) for the third year in a row. The school also received a "good" report card based on its 2004 PACT scores. Clifdale Students scored higher than the state and district on the 2004 PACT test in every subject in grades three, four, and five.

A Clifdale fifth grader placed in the District 2 Regional Science Fair. Clifdale teachers were industrious this year also. The media specialist was a winner in the annual "Rewards for Excellence" judging sponsored by the SC Chapter of the National School Public Relations Association. She won for the Clifdale Library Newsletter. Our librarian was also selected to represent the school as the Teacher of the Year. Clifdale's ESOL teacher completed all requirements for ESOL certification, which allows her to work with our non English speaking students. Several teachers and the media specialist were awarded a \$6000 EIA Teacher Incentive Grant for our reading project, Passport to Learning Adventures.

A successful school-business partnership was started with Fire Mountain. Also an innovative partnership between the school and First Citizens Bank was begun through the S.C. Chamber of Commerce's High Performance Partnerships Program. The APPLE program was expanded to add The Problem Solvers, a morning session that promotes higher level thinking skills. APPLE served 103 students. Clifdale students read over 28,000 books and earned over 14,600 AR points in last year's school reading challenge.

The PTO has given its support to the School-wide Reading Challenge, Artist-in-Residence Program, the volunteer program, and other projects. The School Improvement Council examined test scores and survey results. Members of the council joined other committees to study and give input toward the Southern Association of Colleges and School's Self Study (School Renewal Plan).

Robert E. Glenn, Principal  
Sindi Cauthen, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	46	43
Percent satisfied with learning environment	100.0%	80.4%	85.4%
Percent satisfied with social and physical environment	100.0%	91.3%	88.4%
Percent satisfied with school-home relations	95.2%	89.1%	72.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.